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In this issue, Max Wyman's final address to Convocation as President . . . short profiles of the new Chancellor and the new President . . . a disquieting contemplation of the bulge for the under-thirties . . . a Homecoming preview . . . and a report on that plague on skiers and sunbathers: cold sores.

Cover photo: Nearing the completion of their respective terms of office, Max Wyman, as President of The University of Alberta, The Honourable J.W. Grant MacEwan, as Lieutenant-Governor of Alberta, and Louis Desrochers, as Chancellor of The University of Alberta, appear together for the last time before Convocation. Photo by Forrest Bard.

William Thorsell

new trail

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Second Class Mail—Registration Number 3244

Those of us who live in the bulge are helplessly advantaged, and we may therefore be doomed to mediocrity. Conspicuous good fortune can be a regrettable burden.

I speak first of the population bulge. I happen to be part of the post-war baby boom and, as a consequence, have always lived within a dominant group in the age distribution of society. By that fact alone, I have been part of a favored, even ruling class.

My age group has successfully commanded the attention of the marketplace to meet its tastes—and almost forced older people to look silly trying to look young. We have defined the popular culture—dooming our elders to a static preoccupation with music and customs of the past in the form of nostalgia. We have changed moral values to suit better our own inclinations—and induced many of our parents to regret enviously their own values in retrospect. We have even set the style for politics—and made years of life-experience a liability for those seeking public office. We have gone as far as to convince many older people that "youth has the answer"—with the effect that many intelligent and productive people turn themselves out to pasture. And we do all these things quite unstrategically, as a function of our disproportionate numbers, our audacity, our education, and our purchasing power.

Moreover, we assume that our dominance will continue. We anticipate that products, services, entertainment, and social concerns will keep pace with us as we grow older. When we reach our sixties, if we wish to remain employed, we will successfully eliminate artificial retirement requirements. We will energetically attack all ageist attitudes and claim "natural" prior rights over the young. As we have to date, we will assume that society exists for us, that we are a group meriting emulation, that we are the people in control. In time, we will reorient society to old age as surely as we presently orient society to youth (or should I now say, young adulthood?). Simply because we are the bulge, we will carry social reality with us, and each of us will therefore inherit a somewhat easier life.

However, for these advantages we may pay a frightful price. Living within bulge society is so pervasive an experience, and often so untroubled, that our personal intellectual and artistic growth may be stunted. We may never have the kind of alienating experiences that generate higher levels of self-consciousness. If, in addition to being part of the baby boom, one also happens to be a white, blue-eyed, blond, protestant male, the likelihood of experiencing truly human growth may be even less likely. With all of our apparent advantages, we may be labeled as an ugly generation—like the North American tourist, securely prosperous and self-confident but, almost as a consequence, sadly limited in his orientation to other realities.

The value of being part of a bulge must be seriously

On Being Part of the Bulge (Or, the Trials of the Golden-Haired Boy)

questioned. In fact, minorities may be the lucky ones.

In my view, minority status can confer immense benefits on those who possess it, and I am acquainted with many minority people who would agree. One could suggest that minority status is one of the best conditions for stimulating consciousness of the world and creativity in the soul. In contrast to those in the majority, minority people become aware at an early age of at least two realities—their own, and that of all those so obviously different. They therefore tend to gain a more complex understanding of the world simply as a function of their minority position.

It sounds like a very simplistic generalization, but it is probably true that, because of their peculiar perspective, minority peoples' thoughts are more likely to turn to philosophy and politics, their hands to painting or music than those of the superficially fortunate golden-haired boy. There will be an impulse to search for explanations and to express one's self in some universally comprehended language. Because minority people are not, in some sense, part of the bulge, they are more likely to live awake.

They may also live less lonely. It is observable that identifiable minorities compensate for individual isolation by joining together, sometimes in highly differentiated sub-cultures. Because these associations provide bonds largely lacking for those people reclining in the bulge, some bulge people may even seek to attain minority status. Reflect on the phenomenon of middle class dropouts. Socially isolated minorities may be, perforce, one step ahead in the struggle to escape individual human isolation. Again, the apparent comforts of the bulge may be quite unworthy of the price.

There is another kind of minority experience that applies directly to Edmonton. It is the experience of living geographically isolated within a relatively isolated country. Obviously Edmontonians do not live at the centre of Canadian or North American society: no one here regards Edmonton as the pivot of the world. We are aware that majority status of a kind is held by eastern Canada; as Canadians we are aware that it is held by others. But although we often lament our isolation, life on the periphery may actually give us some of the minority advantages described above.

Life here has the effect of forcing us into the role as observers of the world. As a consequence, our consciousness of other places is relatively high compared to that, say, of New York residents. This may be an outrageous statement, but I have always been greatly surprised by the provincialism of those at the centre. They seem to lack a perch from which to gain an appreciation of themselves in relation to the rest of the world. In some ways, living in the provinces may be a condition of worldliness.

One could compare living in the provinces to the position of intellectuals in society. Both imply a degree of separation

from the bulge with the attendant advantages. Intellectuals too are a kind of minority, but without many of the discomforts experienced by others.

In preaching the value of minority status, I have neglected the problems. For intellectuals there is one problem in particular. It is not so much that they may become intimidated by the majority, or unjustly burdened by self-despise, or even sadly isolated and alone, for even these conditions can be growth experiences in disguise—elements of positive disintegration. The serious danger for intellectuals is that they may begin to live "second-hand."

One of Leonard Cohen's poems begins: "He studies to describe the lover he cannot become." This, in terms of minorities, may be characterized as the tragedy of vicarious experience. It applies too often, as Cohen suggests, to members of the university community. It refers to those who are, to a disturbing degree, only students of society: those who suffer torment of love through the pages of Byron, but not in their own experience; those who receive the accolades to Caesar without ever having stood on the platform; all those who experience life through a pane of glass.

All the advantages that could accrue to intellectuals as people distinct from the bulge are risked if they isolate themselves in vicarious experience. I speak of advantages to themselves as people. The clichéd image of the intellectual is not entirely a myth: the highly respected brilliant mind resident in a person with limited understanding of the world, fearful of his own sensuality, shy to the point of stasis, friendless. One can see it developing in graduate students, and one can see it extant in too many professors.

Seven or eight years of unbroken university experience leading to the PhD added to twelve years of schooling is something to which no complete individual should be subjected. Twenty consecutive years in school poses immense risks to full human development—comparable to those of mindlessly content residence in the bulge. Let us consider the development of university programs, particularly those aimed at creating academics, that require absence from any university for significant periods of time during the complete course of study. Or let us at least encourage it for our students. Let us nourish our minority status, with all the potential it has, with experience of the world. In our fortuitous escape from the bulge, let us not wither in complete separation and, as Cohen phrases it, "settle for visions of God."



William Thorsell



On September 18, in a special installation ceremony, Ronald N. Dalby will be inaugurated as the tenth Chancellor and Harry E. Gunning as the eighth President and Vice-Chancellor of The University of Alberta, succeeding Louis A. Desrochers and Max Wyman respectively. They have accepted their new responsibilities at a time of considerable challenge for the University, for it is the end of one discernible epoch and the beginning of another, the nature of which may well be theirs to determine.

Ron Dalby was born in Edmonton in 1929, attended school here, and graduated from The University of Alberta in 1952 with a BSC (with distinction) in Civil Engineering.

For three years following his graduation, he was a resident manager in the marketing department of Imperial Oil Limited, then he joined Northwestern Utilities Limited as an assistant distribution engineer. From that time until 1967 he worked through various engineering and management positions in Northwestern and its sister company, Canadian Western Natural Gas Company Limited; he was appointed Vice-President of the companies in 1968 and a director in 1969.

From 1967 to 1972 he worked as Assistant Vice-President of IU International and as chief executive officer of a group of IU companies in Canada and the United States. His role was that of trouble-shooter for operating companies which had serious financial and/or managerial problems. At the same time, he was chairman of the board of a silver mine in Port Radium, Northwest Territories; president of a company with petroleum operations in Oklahoma and California; president of the Vancouver Island Transportation Company Limited; and president of a company producing machine tools, jet aircraft parts, aluminum die castings, and various finished parts.

He is now Executive Vice-President of Canadian Utilities Limited, and is responsible for the operation of three major utilities companies: Northwestern Utilities Limited, Canadian Western Natural Gas Company Limited, and Alberta Power Limited. During 1973-74 he has been President of the Association of Professional Engineers, Geologists, and Geophysicists of Alberta.

All this, though, represents only one dimension of Ron Dalby, a man who admits rather gleefully that "there are opportunities lying all over the place, usually just beyond the level of safety—at least I've always been able to find them—and it's easy to seize opportunity. I like to do things I haven't done before. I'm excited by challenge."

Accepting the role of Chancellor he considers a particular challenge, especially at this point in the University's history. The time of explosive growth in size and relatively open-handed public funding of Universities is over. The call for accountability from the public and the financial freeze by the government has produced internal criticism by one part of the University against another, and an accompanying defensiveness, a characteristic felt again and again as the new

Chancellor made himself acquainted with the various members of the University community.

"It is startling to me that the University should find itself in this situation, and dramatically startling that it should continue," he said. "The government needs the University, for research, for education, for developing people more than developing resources, and no one can do this job better than we can."

The government, he feels, must "say what it wants of the University," and, no less important, the University must demonstrate what it has to offer to the community.

Mr. Dalby sees his role and the role of the Senate, which he now heads, as that of an "enlightened intermediary between the University and the public." Although he has considerable personal sympathy for the University ("at university a whole new world, not just engineering, was opened to me, and I recognize what it has done for me") and a fairly objective understanding of what the University is and what it has to offer, his thinking is not "university-programmed." He is a part of the community outside the University and is keenly aware of how the world outside thinks, aware of the government, aware especially of "political realities" and how to live with them. Most of all, he is aware that "as people, we don't listen to one another," and, so far as the University and the community are concerned, he is eager to do what he can to rectify that situation.



The new President of the University, Harry Gunning (left), and the new Chancellor, Ronald Dalby, together at an informal luncheon with representatives of the news media.

D.C. Norwood

Harry Gunning was born in Toronto in 1916. He graduated from the University of Toronto in 1939 with a BA (Honors Chemistry, first class), and proceeded to an MA in 1940 and a PhD in 1942, both in physical chemistry.

He was a postdoctoral fellow at Harvard University during 1942-43, and worked with the National Research Council of Canada from 1943 to 1946. He taught at the University of Rochester from 1946 to 1948, and at the Illinois Institute of Technology from 1948 until 1957, when he joined the Department of Chemistry at this University as Professor and Chairman.

During his seventeen years as chairman, the Department of Chemistry has grown from a small group of professors, a few graduate students, and no doctoral program to a major department of 40 academic staff, close to 100 graduate students, and 73 postdoctoral fellows. In one year some 4,000 undergraduates from practically every faculty at the University enrol in at least one chemistry course. Research grants in the department last year totalled about \$750,000.

Dr. Gunning's career as teacher, scientist, and administrator has earned him an international reputation. He was elected a Fellow of the Royal Society of Canada in 1964 and was appointed Killam Memorial Professor by this University in 1968 in recognition of his achievements in science. He received an honorary degree of Doctor of Sciences from the University of Guelph in 1969, the Province of Alberta Achievement Award in 1971, and an honorary Doctor of Laws degree from Queen's University this spring. In 1967 he was awarded the Chemical Institute of Canada medal, and during 1973-74 has been President of the Institute.

As a member of the Advisory Council of the National Research Council of Canada, Dr. Gunning was instrumental in broadening the base of federal support for university research and for increasing the total funds available for grants and scholarships.

Dr. Gunning's research interests include photochemistry, kinetic mass spectrometry, and flash photolysis, and he has served as an industrial consultant in physical chemistry.

To Harry Gunning, assuming the role of President of The University of Alberta means much more than acquiring another honor or another administrative task. "The University," he says, "is in an entirely new era, in which its tremendous problem-solving abilities will be put to use to benefit the people of Alberta." The challenge of becoming President at this time and his enthusiasm to meet this challenge are obvious.

"It is vital to the University to build within itself a feeling of having common objectives," he continues. "A university can be a place where each discipline can become a small non-interacting unit. In the past we have been allowed to pursue our own interest without having to deal with the problems that are bothering Albertans. We are now in a period, however, in which the University must consider itself as a total problem-solving unit."

Himself acutely aware of the exigencies of politics, he urges that the University now become "extremely sensitive

to political issues." "The government realizes that it needs the University badly, especially in this new era of affluence, and we will have to work with the government. This is not a prostitution of the University's talents but rather a way the University can maximize its benefits to the province. We have to demonstrate to the people that we are essential to them." This Harry Gunning describes as his chief goal.

To the myriad problems that face, for example, the development of the oil sands in northern Alberta, Dr. Gunning feels "we can relate the talent of everyone at the University." "It is important that we have an advisory as well as educational role."

Nor will the role of the University be limited to the technological. His own interests divided equally between the sciences and the humanities (which he calls "the two sides of a well-balanced human being"), he maintains that "life is not a matter of functionality. The humanities will be at least as important as the functional. The University can lead to a richer life for Albertans. The government is going to have to spend money on more than the purely functional."

Regarding teaching, Dr. Gunning feels the University must change. "The matter of size," he says, "isn't serious. The problem is that each student must feel essential to the institution. The University must make special efforts to identify with students."

"Mass education is a soul-destroying phenomenon, but it is a financial thing," according to Dr. Gunning. "We have to point out to Albertans that this is a result of economic problems and can be cured only by more funding. This is an increasingly wealthy province, and nothing could be better invested than in an advanced education where students feel they belong."

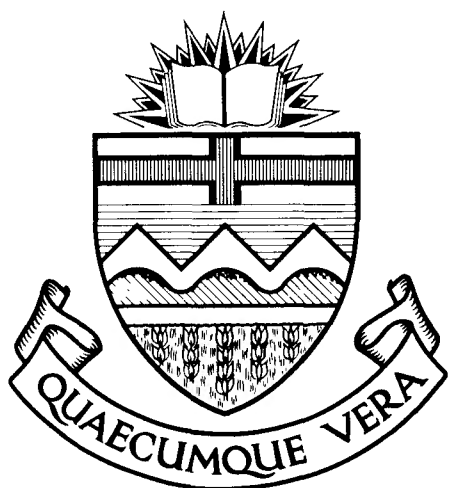
Moreover, the University must innovate in the programs it offers to students. "If there is a need for, say, environmental chemists, we'll have to reorganize the programs in chemistry to meet that need. The world is constantly changing, and we must watch closely to develop new programs to meet new needs."

Describing himself as an antitraditionalist, Dr. Gunning calls for a University that is "adaptable and able to reel with the punches." "How can we be at the forefront of society if we aren't adaptable?"

"I would like to see the government increasingly ego-involved in the University," he says. "This can be done if we show ourselves sensitive to criticism and show that we are prepared to meet criticism in a positive way."

Perhaps Harry Gunning's chief fascination in life is with human beings, why they do things, and how to get them to do things better. "I'm not a withdrawer," he says, "I like people, and I think I work well with them. I always try to put myself in the other person's place, which I consider the first basis of understanding. I believe not in criticism but in inspiring co-operation. That's what I'm doing now, attempting to get co-operation between the University and the government."

"I think we have a great University," he says with emphasis, "and I think I can prove it to them."



This summer marks the end of Max Wyman's five-year term as President and Vice-Chancellor of The University of Alberta. He is returning, after a brief sabbatical, to the Department of Mathematics, to teach and continue his research. In addition he will serve as Chairman of the Alberta Human Rights Commission.

With his quiet wisdom he presided over the peak of the University's growth and over the subsequent levelling off, change in government relations, and financial troubles.

The text of his final address to Convocation, delivered on May 28, 1974, is printed in full on these pages.

So much is now being written about educational systems, both pro and con, that it is becoming almost impossible to separate the wheat from the chaff. Instead of knowing more and more, the public seems to know less and less about such systems.

Many voices assail us, but they do not say the same things and what they say cannot be reconciled.

Some people claim that a good educational system will provide upward economic mobility for the members of the lower socio-economic group of society. Others claim that educational systems as they now exist are elitist in character, and will preserve, not change, the present social and economic pecking order of society. Some people claim that only a good educational system can produce an affluent society. Others claim that only an affluent society can afford a good educational system. Some people claim that only strong central control will make educational institutions respond to the public interest. Others claim that such control will destroy the essential character such institutions should have. Indeed, for every claim there exists a counter-claim, and where the truth actually lies no one knows.

In this, my last report to Convocation, I would like to consider some of these major educational issues, and to discuss them from a historical, a critical, and a prophetic point of view.

To illustrate the unnecessary and undesirable mysticism that now surrounds our educational institutions, let me quote from the Hall-Dennis Report:

The underlying claim of education is to further man's unending search for truth. Once he possesses the means to truth, all else is within his grasp. Wisdom and understanding, sensitivity, compassion and responsibility, as well as intellectual honesty and personal integrity, will be his guides in adolescence, and his companions in maturity. This is the key to open all doors. It is the instrument which will break the shackles of ignorance, of doubt, and of frustration; that will take all who respond to its call out of their poverty, their slums, and their despair; that will allow the gifted to find heights of achievement and provide every child with the experience of success; that will give mobility to the crippled; that will illuminate the dark world of the blind and bring the deaf into communion with the hearing; that will carry solace to the disordered mind, energy to the slow of wit, and peace to the emotionally disturbed; that will make all men brothers, equal in dignity, if not in ability; and that will not tolerate disparity of the race, colour and creed.

Such an assessment of the possible achievements of an educational system is worthy of a mystic, an evangelist, or a religious fanatic. It is not worthy of an educated group of people, a group who should know what the true objectives of an education are, and who should be able to state clearly what an educational institution should accomplish.

We need only look to the principal actors of the Watergate scandal to know that education per se does not make for better people. We need only look at India, with its massive educational system, to know that education is not necessarily the path that will lead people out of their poverty. We need only look at South Africa to realize that education does not necessarily make all men brothers, and does not make all people despise discrimination because of race, colour and creed.

Those of us who work in educational institutions must stop making claims that cannot be substantiated. The educational mystique is difficult enough to penetrate without cloaking it in mysticism, evangelism, and fanaticism. If the success of an institution is to be judged by its ability to bring hearing to the deaf, sight to the blind, and tranquility to the disturbed, then that institution must surely fail. Although our objectives must be high, and should always remain slightly beyond our reach, they must be realistic enough to ensure that society clearly appreciates the importance of its educational institutions.

The objectives of a university are easy to state, difficult to attain, and completely defy numerical measurement. These objectives are now, as they have been for over a thousand years, the preservation and transmission of knowledge through teaching, and the discovery of knowledge through research. Whatever knowledge may be, it can exist only in the human mind. Libraries without people will not preserve knowledge, and laboratories without people will not add to existing knowledge.

It is important to realize that the mind of the tiniest baby contains some knowledge, and the wisdom of our elders is the result of lifelong study and experience. Some knowledge is lost because people grow old and senile. All of it could be lost as people die. The process by means of which the knowledge of one generation is passed on to the next is the teaching process. When one thinks of all of the people in the world and all of the knowledge they now possess, giving the sum total of the knowledge that has to be transferred by the teaching process, then one can begin to see clearly the

magnitude of the responsibility that is being imposed on those who teach. Society is right when it demands that its educational institutions respect the teaching process, improve it whenever and wherever possible, and never neglect the most important part of the educational experience. In our attempt to cope with a responsibility of this magnitude, it is little wonder that we who work in educational institutions sometimes falter and often fail.

If the continuity of the teaching process were to be interrupted for a period of fifty to one hundred years, the dark ages would return, and the survival of mankind would be placed in jeopardy. The importance of the teaching function and the sheer magnitude of the task should make it clear that there is no limit on the amount of money a society can justifiably spend on education. However, society does not have an infinite amount of money to spend on any one activity, no matter how justified that spending may be deemed to be. This unresolvable conflict between the finite and the infinite is at the root of all the issues that have faced us for hundreds of years. This is the reason why different societies answer the same questions in different ways. It is the reason why no amount of analysis, be it systems analysis, cost analysis or priority analysis, can give a valid answer to a problem that has no logical solution. Although these analyses will provide a panacea whose effect will last for a day, these most vexing of all problems will be back again tomorrow.

Let me briefly trace for you the history of some of the issues that are currently being debated. I quote:

As the college grew in size and reputation, and the transient teachers were replaced by eminent specialist professors with a European reputation, occasional conflict between the patrons and the teaching staff was probably inevitable. It culminated in the thirty year war between the Senate of the College and the town council.

The college involved was the University of Edinburgh, and the time was the early 1800s. The conflict between universities and governments is of long standing, and will never be resolved until each side makes an honest effort to listen, and to understand what the other side is saying. The Kissinger of education has yet to appear.

J. G. Lockhart, Walter Scott's son-in-law, wrote as follows:

The Edinburgh style of education made the Edinburgh student a keen doubter and debator, but offered him little prospect of any great increase in worldly goods or any very valuable stronghold of peaceful meditation. Indeed, at the end of the day, he might find himself, if not a burden on his relations, at least filling a post for which so expensive a preparation was unnecessary.

Those who now seriously question the relevance of a university education are hardly posing the question for the first time. Those who now advance the manpower criterion to measure the success of a university education have hardly discovered a new criterion to measure that success. However, when a proper span of time is used to judge the validity of these criticisms, one cannot deny the important changes that have taken place in the quality of life during the past 200 years, and one cannot rightfully deny the important part that higher education has played in bringing about these changes.

As one final illustration, let me point out that in 1826 a Royal Commission studied the Scottish universities. The result of that study is summarized as follows:

The 1826 Commission's Report in general foreshadows clearly the latter developments which made the universities state agencies, charged with responsibility to Parliament and bound to play the part assigned to them in what was slowly and painfully becoming a national system of education.

The report claimed that universities must be brought and kept up to date, they must be kept in tune with public opinion and they must be efficiently managed.

The words used then are the same as the words used now. The issues being considered then are the same as the issues being considered now. The solution proposed then is the same as the solution being proposed now. Although the words, the issues, and the solutions have been cyclically repeated over and over again as the years have passed, the universities of the world have gone on in their quiet, and sometimes not so quiet, way and, indeed, have achieved more autonomy than they had one hundred and fifty years ago.

A sophisticated system of mass education is the most powerful tool a society can have to pursue the objectives it chooses to set. This is true whether or not the objectives to be gained are for good or for evil. Hitler recognized this long ago, and imposed a monstrous philosophy on a whole generation of young people. Totalitarian governments provide massive educational programs, secure in the knowledge that their educational systems will not normally produce people who will espouse freedom, religion, or democracy. All of this is accomplished by strong central control and, indeed, can only be accomplished by such control.

But this must not be our way. In a democracy, we must believe that the last word on truth is yet to be written and, in fact, will never be written. We must believe that the dead must not rule the living, and that the values of one generation may not be appropriate for the next generation. We must give our children a heritage of freedom, a freedom to differ with us, and a freedom to be different from us. If this is the heritage we wish to leave our children, then our educational institutions must have the freedom and protection to challenge the so-called establishment, no matter whether that establishment is the home, the school, the church, the government, or any other institution that may be near and dear to us at the present time. In order to have this freedom and this protection, our educational institutions should be, in my opinion, relatively free from central control, both within and without those institutions.

In 1970, Murray Ross, the then President of York University made the following statement:

The most critical problem in the university today is the lack of consensus about purposes and functions. Among members of faculty there are widely divergent views about the university's role in society, about what should be taught and how it should be taught, about examinations and grades, about the kind of research that should be sponsored, about who should be in university, and about many other questions. These differences are so great as to appear almost irreconcilable. It may be that we are witnessing the breakdown of the university as we have known it, and that entirely new forms of higher education will appear.

Aristotle anticipated Murray Ross by two thousand years. He said it better, and reached a different conclusion. These are the words of Aristotle:

At present opinion is divided about the subject of education. People do not all take the same position about what should be learned by the young, either with a view to excellence or with a view to the best life; nor is it clear whether their studies should be directed mainly to the intellectual or to the moral character . . . Each kind of study gets some support. Even about those that make for excellence there is no agreement, for men do not all honor the same excellence, and so they differ about the training for it.

Aristotle argued then, as I argue now, that there is not, nor can there be, one public interest. There are, and there should be, thousands of such interests. Each of these interests has its own ideals, its own culture, and its own objectives. Each asks, and should have, a place of honor among the curricula of our educational institutions. Although, as we move from one public interest to another, the objectives involved may become contradictory, even irreconcilable, this should cause us no concern. A pluralistic form of education is what the free men and women of a democracy want and should have.

Indeed, the turbulence of ideas that Ross sees as the greatest danger for the modern university is for me its greatest strength. An institution that has obtained an inner harmony, and is at peace with its environment, is not a university.

Universities ask that they be accorded a unique position in the societies that support them. Among other duties, universities believe they should act as critics and judges of society. However, they never seem to ask or answer the serious question, "Who shall judge the judges?" If the answer is to be no one outside of their own community, then they must justify that trust, and earn the respect of society.

It is clear to me that universities must abandon the road to extreme specialization, a road that we have travelled for far too long and on which we have gone too far. Knowledge has become so fragmented that typical departments, schools, and faculties exist as small villages isolated by different languages and the lack of a common perspective. We are no longer the free citizens of the world of big ideas, but have become prisoners in the walled ghettos of tiny technologies. If we do not change, we shall build again the biblical Tower of Babel, "a scene of confusion, a noisy assembly that produces unintelligible sounds."

The ultra nationalistic reaction of all nations to the recent energy crisis makes it clear to me that there are no leaders who can take an overview of the world as it has now become, a world in which 20 percent of our people are slowly starving to death. The narrow specialists who know more and more about less and less cannot provide the overview. Their only function is to fill in details after the big ideas have been formulated and firmly put into place. If we of the western world, with our affluence and our good will, cannot find those ideas and produce the people who will use such ideas for the common good of all mankind, then we are lost. The world will drift from one

crisis to another, until one day a catastrophe will obliterate the work of one hundred generations.

What does all of this mean for The University of Alberta? The time has come when first things must come first. The time has come when our staff must be allowed to think, to do research, and to teach. Very few other duties should be imposed upon them. The time has come when our students should study and learn, and little else should be expected of them. The time has come when those who are paid to administer the university should be allowed to administer it. All of this can and should take place in a simplified form of democracy where academic policies are determined by the staff, the students, and the society that supports us.

My plea is that we render unto Caesar the things which are Caesar's. If society is willing to assign to our staff and to our students the exploration of the world of ideas, then that should be more than enough to occupy these two groups on a fulltime basis. The provision of buildings, health services, record keeping, and so on, are important in the life of a modern university, but these are the areas where the specialist can function best. They need not, and should not, come under the scrutiny of the major academic decision-making body of a university.

With a new President, Dr. H. E. Gunning, coming on the scene, a new Universities Act promised for the future, The University of Alberta has the chance to take a good look at itself. Such an opportunity should not be lost.

This is my last report to Convocation as President of The University of Alberta, and I should like to close it on a personal note. My own father and mother could neither read nor write. Yet, this country and this province welcomed them as immigrant citizens, and gave them and their children a life that few people are privileged to live. For them and for me, I acknowledge a debt that can never be repaid.

In my installation address, I said:

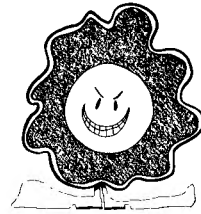
Tonight the University community places a measure of trust in me, and people have come from near and far to pay their respects to this University and to me. Such trust and such respect come to few people in their lifetime, and I am grateful they have come to me.

Today, I want to end with these words.

If the history of the University records as fact that I did not misuse that trust, and that I did not lose that respect, then I shall be doubly grateful.

M. Wyman
President
The University of Alberta

The herpes within ^{some of} us...



by David C. Norwood, New Trail staff

Every so often, reading a newspaper or magazine, people come across an item which rouses them from their semi-lethargic state and forces them to read again. That, they promise themselves, is something they *have* to follow up.

An item of this nature appeared in *Folio*, The University of Alberta staff bulletin, on February 28, 1974. It read:

WANTED—Cold sores, fever blisters. If you suffer from the misery of recurrent cold sores and would be prepared to help research in this field (related to causes and treatment), please contact Dr. Russell. . . .

This could not be allowed to fade into oblivion. It demanded a follow-up. And when contacted this spring about this advertisement and its results, Dr. Russell was more than happy to discuss the situation.

Anthony S. Russell, Associate Professor of Medicine at The University of Alberta, is an immunologist whose research interests centre upon arthritis. More recently, however, he has been examining the role of viruses in arthritis and other, similar diseases. It was this work on viruses that led to the *Folio* advertisement.

There is evidence to suggest, says Dr. Russell, that at least some forms of arthritis are caused by a virus. Finding exactly what kind of viruses are involved means examining what is known as the “immune response,” the process by which the body fights disease. The virus responsible for arthritis may be present in almost everyone, but not everyone develops the disease. And even in those who develop arthritis, the immune response is present but obviously ineffective.

Some viruses are known to be latent; that is, they are carried in the body with no direct or immediate effect on the carrier. Initially, Dr. Russell and his colleagues looked at two of these viruses. Measles was one. “Measles is a straightforward virus infection,” comments Dr. Russell. “Once you’ve had it, unless something goes very radically wrong, you never get it again. You are immune to it, both in the clinical sense—that is, you don’t get it again—and in the immunological sense, which is to say, tests will show that body cells have been ‘sensitized’ to the measles virus. The immune response is there.”

The second virus examined was *herpes zoster*, which results in shingles, a very painful skin disease which appears as a rash on certain parts of the body. “It can occur in normally healthy people,” says Dr. Russell, but it occurs particularly in people whose immune responses have been hit either by disease or by drug treatment.

“The classic case is that of the kidney transplant. When you give someone a kidney, you have to damp down his

immune responses so he doesn’t reject the kidney. But when you damp them down to save the kidney, you damp them down for everything. Shingles are very likely to develop in this situation.

“You don’t catch shingles,” he continues; “it’s not contagious. The virus is in the body all the time. But, interestingly, we now know that shingles is caused by the same virus that causes chicken pox.” Apparently, what happens is that once a person has had chicken pox, the disease will never recur. But under certain circumstances the chicken pox virus can be reactivated, and if the immune response is not working with total effectiveness, the patient can develop a limited attack of shingles.

Yet, points out Dr. Russell, not everybody who has chicken pox later develops shingles, although everyone who has had it carries the virus. Thus the basic question: why?

Dr. Russell then looked at a similar virus *herpes simplex*, which is responsible for cold sores. Cold sores are a common occurrence. They appear on the face, usually on or near the lips, and are set off by a variety of causes. Probably the principal one is ultraviolet (UV) light—skiers and suntanners have more than their share of cold sores. But emotional and hormonal changes also play a part; Dr. Russell mentioned one case where marital squabbles resulted in cold sores for one of the partners. “So here is another example of a virus which remains latent in the body,” explains Dr. Russell, “and comes out at irregular intervals.

“We have two things here. First of all you need a stimulus—UV light, hormonal or emotional change, whatever; second, you need a propensity—a predisposition—to develop them.

“Now I first thought that we would be able to show that people who got cold sores couldn’t mount a good defence reaction to the virus, for some reason that we haven’t been able to decide upon. That was the original hypothesis.

“Well, as it turns out, it doesn’t work at all like that. All patients with cold sores can have a very good immunity in the laboratory sense, but they’re not immune clinically—again, they *do* get cold sores. But in the strictly laboratory sense we can show that their leukocytes—blood cells—and their blood proteins are all programmed to attack the virus perfectly.

“So we’re faced with a paradox. The laboratory immunity is there, but the patients still get the cold sores. Now why is that?”

There are two possibilities. “One,” continued Dr. Russell, “is that we’re barking entirely up the wrong tree and that the immune response as it has been defined is simply the wrong

thing and doesn't control virus infections at all. But there are a number of reasons why we didn't want to accept this possibility, the main one being the large amount of evidence suggesting that it is involved.

"The second possibility is that the immune response is involved in a different way. Now—and we have to get off on a tangent here—we have a number of people who are suffering from multiple sclerosis (which, incidentally, has an occurrence rate far above world averages on the Canadian prairies, for reasons yet unknown). These patients were receiving a special immune-depressant, a trial of a new drug which knocks out the immune response for a period of two weeks. It was hoped that this drug would stop the effects of the multiple sclerosis. During this treatment, coincidentally, about half the patients developed cold sores."

According to Dr. Russell, these weren't the usual sort of cold sore; they were huge and appeared all over the body, not just on the lips. "So it seems that the immune response is also important in localizing infections," says Dr. Russell. "But at the same time the response isn't enough to prevent the sores coming in the first place, in people with *no* dampening of the immune response. Somehow the response is being blocked, or so it seems."

And this is the alternative which is being examined seriously. Somehow, the immune response is being blocked; something is preventing it from doing its job. A classic example of blocking, notes Dr. Russell, is found in cancer patients. It has been shown that they have an immune response to the cancer cells—again in the laboratory sense, because clinically they have cancer. But the response is usually insufficient; the cancer spreads and often is fatal.

This insufficiency is explained, at least in part says Dr. Russell, by the fact that there are antibodies in the body—proteins—which attack the cancer cells, but which do so very ineffectively. At the same time, there are leukocytes which also attack the cancer cells and which kill them with striking effectiveness. But unfortunately the ineffective proteins block the actions of the more effective leukocytes and prevent them from attacking the cancer cells. "In other words," says Dr. Russell, "your own immune response, your own antibodies which you produce yourself, are preventing your recovery. And this is what's called 'blocking.'"

Many of the newer treatments for cancer now involve attempts to remove this blocking. The treatments are "non-specific;" that is, they allow the body's own immune response to attack and kill the cancer.

The same sort of blocking may be happening with cold sores, feels Dr. Russell. The killer cells are present, but they are not getting through. And this is the hypothesis with which he is working.

Herpes simplex provides an additional complicating factor: it is not found, as doctors might have hoped, in or near the area on the lips where the cold sores usually occur. It is found in the ganglia of the trigeminal nerve, a nerve located in the skull which supplies sensation to the face, among other areas. Yet *herpes simplex* cannot be found simply by looking for it in the ganglia. What has happened, explains Dr. Russell, is that the virus has actually become an integral part of the cells. "This

means that the immune response for that virus is ineffective because the virus as a whole is no longer there."

The internal nature of the source raises the question of how UV light, the principal cause of cold sores, brings on an attack. Internal stimuli, such as hormonal or emotional changes or severing of the trigeminal ganglia (which once was the prescribed treatment for an excruciatingly painful condition known as *tic douloureux* or *trigeminal neuralgia*) are more understandable, because they are internal. But UV light is not; what causes the reaction? Dr. Russell thinks that one possible explanation—he stresses the fact that there is no direct evidence supporting it, though—lies in some sort of retrogressive stimulation of the nerve endings in the lips.

Dr. Russell wanted to test his theories of immune response—the original hypothesis being that cold sore sufferers lacked the necessary antibodies—and he placed his advertisement in *Folio*. "I was immensely pleased with the response," he says. "A great many people were willing to give the blood required for the tests without any direct gain to themselves."

As he explained, the tests proved his hypothesis wrong. "In fact," he noted, "the tests showed that the patients' blood cells attacked the virus very effectively. Yet they didn't prevent the cold sores. This is due to blocking, either by a hormone or antibody or by geography."

By geography Dr. Russell means that "there aren't many leukocytes in the mouth area and there isn't much in the way of an antibody there either, and the cold sore is a very superficial lesion. Now once the inflammation is going well, the immune response will come into play, but the cold sore has to get big enough before this happens."

One significant conclusion which can be drawn from Dr. Russell's work is that giving patients any of the various available vaccines for cold sores does little if any good, because the patients already have the immune response. "I think it's already been shown in practice that the vaccines do little good," he commented. "And now we have solid theoretical evidence backing that up."

Can *anything* be done to treat cold sores? Yes, says Dr. Russell. "The only thing that has been shown to work—and this is a new treatment—is to paint the cold sore with 'neutral red,' a common dye used in laboratories. The dye is taken up by the virus, then when a fluorescent light is shined on it the dye is activated and kills the virus." Careful tests have shown this simple treatment to be effective, although whether or not it will prevent the return of cold sores is another matter.

Dr. Russell's tests are not finished. He certainly wouldn't mind having more cold sore sufferers volunteer. So, if any readers would like to help, please call him at his office, 432-6296. But remember, the only benefit you can expect is that you are helping medical research—no cures are promised.

More about cold sores: the term "cold sore" is a misnomer, as any true sufferer will tell you. They don't occur only when the weather is cold or when a person has a cold. And you either have them or you don't. This depends on if you picked up the virus when you were between about one and five years old. If you didn't, you can ski, suntan, and get upset, secure in the knowledge that one result won't be cold sores.

campus reporter

Something Extra for the University

In a January issue of *Folio*, the staff bulletin of The University of Alberta, an announcement appeared inviting applications from projects in need of funds. Money was available, the announcement read, for one-time-only projects of the sort not normally funded from university budgets. The funds would come from alumni contributions, and their utilization would provide "something extra" for the University.

There was no lack of response to the invitation. Requests came from both individuals and groups. The proposed projects ranged from a request for taxi fare, to help in publishing an article, to a country-wide display of University of Alberta student art works; the amounts requested ranged from \$27 to \$15,000.

The fund to which these requests were directed is known as the Alma Mater Fund. It has replaced the Development Fund and, in a sense, the 3AU Fund, as the principal fund to which Alberta alumni can contribute.

The new fund, according to Lorne MacPherson, Fund Development Officer of the University, will encourage projects which for some reason would not be considered in the context of regular university funding. Generally, says Mr. MacPherson, grants are made to projects which benefit as many people as possible, both on- and off-campus. Fairly specific proposals stand a better chance of favorable consideration as well. The whole point of the fund, he says, is to utilize alumni contributions in a meaningful way to both alumni and the University.

Allocation of monies is decided by the Alma Mater Fund Committee, which consists of the Fund Chairman, the President of the Alumni Association, the Executive Secretary of the Alumni Association, the Vice-President (Finance and Administration), and the Fund Development Officer.

The committee has just finished its first group of selections, taken from the applications received since January. The awards reflect the diversity of the applications. Jane Macdonald, a student in Rehabilitation Medicine at the University, received \$27 to help defray cab costs incurred in her weekly trips to Cromdale

School in Edmonton, where she provides speech therapy to elementary students. The University of Alberta Mixed Chorus received \$2,000 to help cover costs of a tour this year. The Department of Drama was given \$1,250 to help support its new Playwright-in-Residence program—a program supported as well by the Clifford E. Lee Foundation and the Canada Council. The Department of Sociology was awarded \$500 as seed money to help establish *The Canadian Journal of Sociology*, which will begin appearing in 1975.

The Student Awards Office received \$1,000 to establish two matriculation bursaries for high school students entering university. In making its application, the Awards Office stated that "last year, due to limited awards, we were unable to ensure an award to anyone with less than 90 percent average." The bursaries will be continued on an annual basis.

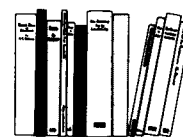
There were many other grants awarded: to Physical Education, to the University Parish, to the Newman Community, to the Graduate Students' Association, and to other groups. The total amount granted approaches \$20,000, including funds specifically designated by alumni to Graduate Students' Assistance, the Librarian's Special Book Fund, the Boreal Institute for Northern Studies, and the Centre for the Study of Mental Retardation. In addition, some funds were retained for allocation to projects later in the year.

Canadian universities do not have the same tradition of large, frequent alumni giving that American universities have, says Mr. MacPherson. "But we're not complaining, either. University of Alberta alumni have given more than \$500,000 to the 3AU Fund, and contributions to the Development Fund have exceeded \$30,000 annually. And we expect contributions to the Alma Mater Fund to increase dramatically this year, because most alumni who pledged to 3AU finished their annual payments in 1973. Now we will approach them to contribute to the Alma Mater Fund.

"Still," he adds, "it's hard to convince a person who graduated with a BA in, say, '68, that, against (the University's) \$73 million annual operating budget, his \$10 contribution is going to mean something. But it does."

It's the \$10, \$25 and \$50 contributions which constitute the Alma Mater Fund.

From them come the awards which give an added dimension to University activities, which demonstrate tangibly that a university *is* a human place. And that is a role which the Alma Mater Fund hopes to fulfill for some time to come.



Books by Staff and Graduates

Timothy C. Losey, editor, *An Interdisciplinary Investigation of Fort Enterprise, Northwest Territories, 1970*. Boreal Institute for Northern Studies, The University of Alberta, Edmonton, 1973.

Fort Enterprise was the winter outpost of Captain John Franklin for his First Northlands Expedition in 1820-21. The project described here was to locate the remains of Fort Enterprise on Winter Lake in the Northwest Territories, and to archaeologically excavate the site in an effort to augment Franklin's own record of his overland trek to the Arctic Sea. The book is illustrated throughout with half-tones and line drawings. Timothy Losey is a graduate student in the Department of Anthropology.

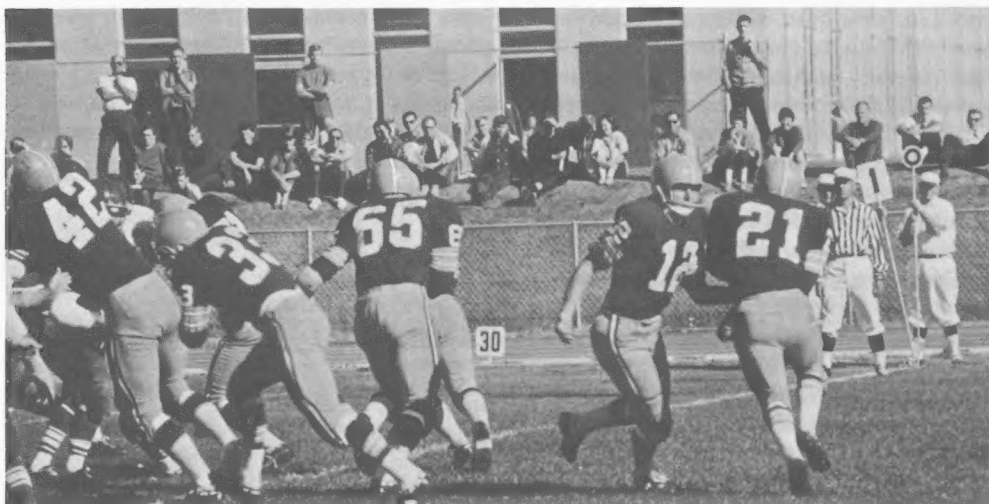
Beryl Rowland, MA'58, *Animals with Human Faces*. University of Tennessee Press, Knoxville, 1973.

This is a collection of forty-seven allegorical animals, from the "dire amphisbaena" to the villainous wolf, with their symbolic meanings from the earliest times to the present and with some fifty illustrations reproduced from medieval manuscripts. With an erudite and whimsical style, Professor Rowland explains why certain qualities have come to be associated with animals and how they have been stereotyped and changed through the centuries, in art, literature, and folklore. Beryl Rowland is Professor of English at York University.

W. H. O. Schmidt, *Child development: The human, cultural, and educational context*. Harper and Row, New York, 1973.

Dr. Schmidt is Professor and Chairman of the Department of Educational Psychology.

alumni notes



Homecoming '74

Friday, October 11

Wine & Cheese Party—Meet the Profs
Faculty Club 8 to 10 pm

Homecoming '74 will again feature the popular "Meet the Profs" wine and cheese party (right), and the Golden Bear Football Alumni will take on this year's Bears in their annual duel (above). Tickets for these and other events, including the Homecoming Banquet and Ball, are available at the Alumni Office, sixth floor, Students' Union Building (cheques should be made payable to The University of Alberta).

Saturday, October 12

Campus Tours 10 am

Pregame Luncheon 11:30 to 2 pm
Captain's Cabin (Lister Hall)

Football Game 2 pm
Campus Grid

Homecoming Banquet & Ball
Lister Hall

Reception 6:30 pm

Dinner 7:30 pm

Dancing 9 to midnight



The 35th annual meeting of the General Alumni Association was held at The University of Alberta, May 3 and 4. This year's executive committee are shown above, standing outside University Hall.

Front row (left to right)—Wayne Berg, MBA'72; Hazel Flewwelling, BEd'68, Red Deer; Marylou Armstrong, BA'51, Red Deer; Clare Hare, BEd'55, Victoria; Garth Fryett, BSc'48, LLB'52, President; Elizabeth Schwob, BLS'69; Joanne Litven, BA'65, Ottawa; Edythe Markstad, BSc(Nu)'44; A.G. Markle, BA'48, BEd'59, MEd'62, Executive Secretary. Back row (left to right)—Bernie Adler, DDS'57; Alex Cairns, BA'38; Brian Silzer, BSc'69,

BEd'71; Peter Willson, BSc(Eng)'56, Toronto; Gunnar Rostrup, BCom'40, Montreal; Bob Edgar, BSc(Pharm)'55; Art Anderson, BSc(Pharm)'41, Past President; Jim Fleming, BSc(Ag)'51, Vancouver; Morris Flewwelling, BEd'64, Red Deer; Doug Burns, BA'51; Wilson Sterling, BSc(Eng)'53; Frank Kozar, BEd'56, BA'63, MSc'67, PhD'69, Grande Prairie; Chuck Moser, BPE'64.

Deaths

Maurice Rookwood, BA'24, long time teacher and musician, in Vancouver.

Sydney C. Stephens, BC'25, in Winnipeg.

Michael Syrotuck, BSc(Ag)'27, long time employee of Canada Department of Agriculture, in Edmonton.

Margaret Wooding, BA'30, in Redcliff.

Stanley Christie Hodgson, DDS'31, in Edmonton.

Leslie G.P. Waller, BA'33, former Chief Superintendent of Indian Education for Canada, in Fort Myers, Florida.

J.W. Clay, Hon.LLD'50, in Calgary.

V.B. Haarstad, BSc(Chemistry)'55, professor of pharmacology at the Tulane Medical School in New Orleans.

Mabel Patrick, Hon.LLD'65, long time director of the School of Household Economics, in Victoria.